

# Inspection Data Summary Report

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## Shenfield High School

Alexander Lane, Shenfield, Brentwood, CM15 8RY

**Release information:** Provisional 2022 KS4, Provisional 2022 KS5


**Release date:** 10 January 2023

URN	137877
LAESTAB	8815467
Local authority	Essex
Phase of education	Secondary
Type of education	Academy Converter

### ▶ [Important information](#)

## Areas of interest

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in *grey*).

 **Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.**

Historic performance data from 2019 and earlier indicates the school context prior to the pandemic. For 2022, the IDSR quintiles have been removed.

## Subjects

### Subject entries at key stage 4 – 2022

- For the following EBacc subject(s), the average point score was in the **lowest** 20% and the proportion of entries was at or above the national average: chemistry (4.8), biology (5.4), physics (5.3).

- The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum. The EBacc entry rate in this school in 2022 was 20%. The subject that appears to be the greatest barrier to more pupils studying the EBacc is languages (35%).
- *There is nothing to highlight for science value added in 2022.*
- Languages value added (0.7) was significantly **above** national and in the **highest** 20% in 2022.
- *There is nothing to highlight for humanities value added in 2022.*
- *There is nothing to highlight for the percentage achieving grade 4+ in science in 2022.*
- The percentage achieving grade 4+ in languages (92%) was significantly **above** national and in the **highest** 20% in 2022.
- *There is nothing to highlight for the percentage achieving grade 4+ in humanities in 2022.*
- *There is nothing to highlight for average point scores in subjects outside of the EBacc in 2022.*

## Subject progress at key stage 5 - 2022

- There is no value added data available for all schools in 2022, therefore no measure can be presented in the IDSR.

▶ [Subject progress at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Progress

### Progress at key stage 4 - 2022

- *There is nothing to highlight for Progress 8 and all elements in 2022.*

▶ [Progress at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

### Progress at key stage 5 - 2022

- There is no value added data measure available for 2022 due to COVID-19.

▶ [Progress at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment

### Attainment at key stage 4 - 2022

- *There is nothing to highlight for Attainment 8 and all elements in 2022.*

▶ [Attainment at key stage 4 – 2019 to 2017 \(not directly comparable to 2022\)](#)

### Attainment at key stage 5 - 2022

- *There is nothing to highlight for average point score per entry for A level in 2022.*
- The percentage of students achieving at least AAB in 3 A levels (2%) was significantly **below** national and in the **lowest** 20% in 2022.
- *There is nothing to highlight for average point score per entry for applied general in 2022.*
- *There is nothing to highlight for average point score per entry for the best 3 A levels in 2022.*

▶ [Attainment at key stage 5 – 2019 to 2017 \(not directly comparable to 2022\)](#)

## English and mathematics re-sits

- None of the key stage 5 students failed to achieve grade 4 or above in English at key stage 4.



- Of the 6 pupils who did not achieve grade 4 or above in mathematics at key stage 4:
    - 6 sat a level 2 qualification in mathematics at key stage 5 in 2019.
    - *The cohort for students sitting a level 2 qualification in mathematics in 2019 was small (6), therefore no conclusions can be drawn from the data.*
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## Pupil movement

- *Between 2020 and 2021, 19 pupils left the school. Of these, 1 pupil left the school between Years 10 and 11 (1% of the Year 10 cohort), which was not significantly above the number anticipated for this school.*
  - *There is nothing significant or exceptional to highlight about the number of pupils that moved into alternative provision from this school.*
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## Absence

### Absence for 2021/22

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

### ► [Absence for summer 2021 and earlier](#)

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## Suspensions & permanent exclusions

### Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to either all schools or schools with a similar level of deprivation in 2020/21, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to either all schools or schools with a similar level of deprivation in 2020/21, therefore no conclusions can be drawn from this data.*
- *Of the 9 pupils in the whole school with at least one suspension in 2020/21, 3 were suspended on more than one occasion and none received 10 or more suspensions during the year.*
- *Of the 14 total suspensions in the whole school in 2020/21, the following reasons each accounted for more than 10%: **persistent disruptive behaviour** (12).*
- *There were no permanent exclusions in the whole school in 2020/21. The national average for this year was 1. However, there were 2 permanent exclusions in 2019/20 and 1 in 2018/19.*

### Key stage 5

- *There were no students in key stage 5 suspended at least once in 2020/21. The national average for this year was 1. However, there was 1 in 2019/20 but none in 2018/19.*
  - *There were no permanent exclusions at key stage 5 in 2020/21. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.*
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# Key stage 5 qualification types and retention

## Qualification types

	2019 (174 students)	2022 (168 students)
A level	80%	76%
Applied general	35%	34%
Tech level	0%	0%
Tech certificate	0%	0%

- There is nothing to highlight for the proportion of students not taking any L3 or L2 DfE approved qualifications in 2022.

## Retention on main study programmes

	2018	2019
A level	87% of 124 students	95% of 101 students
Applied general	97% of 60 students	82% of 73 students
Tech level	No students	No students
Tech certificate	No students	No students

## Destinations

### Key stage 4

	2017/18 (114 pupils in scope)	2018/19 (144 pupils in scope)	2019/20 (152 pupils in scope)
<b>Sustained education, employment or training</b>	Average 92%	Average 92%	Average 93%
Any sustained education	Average 84%	Average 82%	Sig below 83%
Further education	Sig below 28%	Average 32%	Average 39%
School sixth form	Sig above 51%	Sig above 49%	Average 41%
Sixth form college	Sig below 4%	Sig below 1%	Sig below 1%
Other education	Average 1%	Average 0%	Average 1%
Sustained employment	Average 2%	Average 1%	Average 5%
Sustained apprenticeship	Average 6%	Sig above 9%	Average 5%
<b>Destination not sustained</b>	Average 6%	Average 8%	Average 5%
<b>Activity not captured</b>	Average 2%	Average 0%	Average 2%

## Key stage 5

	2017/18 (185 pupils in scope)	2018/19 (168 pupils in scope)	2019/20 (185 pupils in scope)
<b>Sustained education, employment or training</b>	Sig above 87%	Average 86%	Average 81%
Any sustained education	Average 42%	Average 42%	Sig below 41%
Higher education	Average 38%	Average 38%	Average 40%
Further education	Sig below 2%	Sig below 2%	Sig below 1%
Other education	Average 2%	Average 2%	Average 1%
Sustained employment	Sig above 33%	Average 29%	Sig above 30%
Sustained apprenticeship	Average 12%	Sig above 15%	Sig above 10%
<b>Destination not sustained</b>	Average 10%	Sig below 8%	Average 15%
<b>Activity not captured</b>	Average 3%	Average 6%	Average 5%

## Pupil groups

### Key stage 4

- For disadvantaged pupils, the mathematics element of Progress 8 (-1.2) was significantly **below** national and in the **lowest** 20% in 2022. The EBacc element of Progress 8 (-1.1) was significantly **below** national and in the **lowest** 20% in 2022. Science value added (-1.1) was significantly **below** national and in the **lowest** 20% in 2022.

### Key stage 5

- As there are no value added or completion and attainment measures available in 2022, then no sentences about key stage 5 data have been generated for pupil groups.

## Absence

- Overall absence for pupils with special educational needs (9.2%) was in the **lowest** 20% of all schools in 2021/22.



# School and local context

## School characteristics

	2020	2021	2022
School number on roll	Well above average 1343	Well above average 1440	Well above average 1543
Sixth form number on roll	Well above average 314	Well above average 326	Well above average 376
School % FSM	Well below average 14	Well below average 15	Below average 16
School % SEND support	Above average 14	Above average 14	Above average 16
Sixth form % SEND support	Above average 5	Close to average 5	Close to average 5
School % EHC plan	Above average 2.2	Above average 2.2	Close to average 2.1
Sixth form % EHC plan	Above average 1	Close to average 0.6	Close to average 0.5
School % EAL	Below average 4	Below average 3	Below average 4
Sixth form % EAL	Below average 5	Below average 3	Below average 5
School % stability	Close to average 93	Well above average 97	Well above average 96

## Trust information

As at December 2022:

- this school is an academy but is not part of a MAT.
- the latest overall effectiveness grade for this school is good.

## Staff absence

During 2020/21:

- *There is nothing to highlight for the percentage of teachers with at least one period of sickness absence (55%) in 2020/21. In 2018/19, 70% of teachers had at least one period of sickness absence. This was significantly above national.*
- *There is nothing to highlight for days lost to teacher absence (3 days) in 2020/21.*

To reduce burden during the pandemic, schools were not required to provide information on teacher absences for 2019/20.

## Staff retention

- At the time of the November 2021 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2020/21.*

## Local area and school links

- The school location deprivation indicator was in quintile 1 (least deprived) of all schools.
- The pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.
- According to the January 2022 census, pupils at this school were also registered at the following registered providers:
  - Alternative provision - Children's Support Service Langdon Hills Basildon - URN 136035 (2)
  - All-through - Robert Clack School - URN 101245 (1)
  - Secondary - Brentwood County High School - URN 145474 (1)
  - Secondary - The Ongar Academy - URN 141947 (1)

## Finance

- In 2020/21, the academy trust had a revenue reserve of £279,000.
- In 2020/21, this school had a positive in-year balance (£638,000).
- In 2020/21, this school had a per pupil spend of £5,430.
- In 2020/21, this school received £7,859,000 in grant funding, £1,280,387 more than the national average.

## Ethnicity whole school

This school has 15 out of 17 possible ethnic groups. Those with 5% or more are:

- 85%: White - British

## Ethnicity key stage 5

This school has 12 out of 17 possible ethnic groups. Those with 5% or more are:

- 81%: White - British
- 5%: Black or Black British - African

## Year group context

### Characteristics

	Number on roll	% FSM	% EAL
Year 7	Above other years 243	Above other years 25	5
Year 8	Above other years 244	16	2
Year 9	236	14	2
Year 10	237	13	6
Year 11	Below other years 207	11	1
Year 12	209	Data not collected at key stage 5 -	6
Year 13	167	Data not collected at key stage 5 -	4

## Prior attainment

	Reading	Writing	Mathematics
Year 7	No data	No data	No data
Year 8	No data	No data	No data
Year 9	Close to national	Close to national	Close to national
Year 10	Close to national	Close to national	Close to national
Year 11	Close to national	Close to national	Close to national

## Prior attainment at key stage 5

There is no data available for this section due to COVID-19.

## SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also disadvantaged: 50

### SEND support (249)

SEND primary need	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	18	5	13	12	13	0	8	69
Moderate Learning Difficulty	15	6	7	16	5	0	0	49
Severe Learning Difficulty	4	1	0	0	0	0	0	5
Profound & Multiple Learning Difficulty	0	0	0	0	1	0	0	1
Social, Emotional and Mental Health	5	10	7	4	3	2	0	31
Speech, Language and Communication Needs	10	4	3	1	1	0	0	19
Hearing Impairment	0	2	0	2	1	0	0	5
Visual Impairment	1	1	2	0	0	0	0	4
Physical Disability	3	1	2	4	1	0	0	11
Autistic Spectrum Disorder	1	6	16	6	8	1	0	38
School Support NSA	0	2	0	2	1	0	0	5
Other Difficulty/Disability	0	2	2	2	0	4	2	12
<b>Year group totals</b>	<b>57</b>	<b>40</b>	<b>52</b>	<b>49</b>	<b>34</b>	<b>7</b>	<b>10</b>	<b>249</b>

### EHC plan (33)

SEND primary need	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Specific Learning Difficulty	1	1	0	1	1	0	0	4
Moderate Learning Difficulty	0	1	0	1	0	0	0	2
Social, Emotional and Mental Health	1	1	0	0	1	1	0	4
Speech, Language and Communication Needs	0	1	0	0	0	0	1	2
Hearing Impairment	0	0	1	0	0	0	0	1
Physical Disability	0	0	1	0	1	0	0	2
Autistic Spectrum Disorder	2	4	8	1	1	0	0	16
Other Difficulty/Disability	0	0	1	0	1	0	0	2
<b>Year group totals</b>	<b>4</b>	<b>8</b>	<b>11</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>33</b>

## Progress and attainment charts



## Progress 8 - 2022

	<b>Overall P8</b>	<b>English P8</b>	<b>Mathematics P8</b>	<b>EBacc P8</b>	<b>Open P8</b>
2022	Sig below national (200 pupils)	Sig below national (200 pupils)	Sig below national (200 pupils)	Sig below national (200 pupils)	In line with national (200 pupils)

► [Progress 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Value added - 2022

	Science VA	Languages VA	Humanities VA
2022	Sig below national [197 entries]	Sig above national [70 entries]	In line with national [142 entries]

► [Value added three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Attainment 8 - 2022

	<b>Overall A8</b>	<b>English A8</b>	<b>Mathematics A8</b>	<b>EBacc A8</b>	<b>Open A8</b>
2022	In line with national (207 pupils)	In line with national (207 pupils)	In line with national (207 pupils)	In line with national (207 pupils)	Sig above national (207 pupils)

► [Attainment 8 three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)



## Attainment thresholds - 2022

	Science % 4+	Languages % 4+	Humanities % 4+	A level AAB %
2022	In line with national [203 entries]	Sig above national [72 entries]	In line with national [145 entries]	Sig below national (103 student(s))

► [Attainment thresholds three-year trend – 2019 to 2017 \(not directly comparable to 2022\)](#)

## Key stage 5 attainment - 2022

	<b>A level APS</b>	<b>Best 3 A levels APS</b>	<b>Applied general APS</b>	<b>Tech level (L3) APS</b>	<b>Tech certificate (L2) APS</b>
2022	In line with national [344 entries]	Sig below national (103 student(s))	In line with national [122 entries]	N/A	N/A

▶ [Key stage 5 attainment two-year trend – 2019 to 2018 \(not directly comparable to 2022\)](#)

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# Subject entries

## Subject entries at key stage 4

A darker shade of purple indicates a higher number of entries for the subject.

2019 cohort = 144; 2021 cohort = 173; 2022 cohort = 207

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Art & design	Applied art & design	GCSE	32		38
	Art & Design (Fine Art)	GCSE		27	
	Art & Design (Textiles)	GCSE		2	
Business, administration & finance	Business & enterprise	Level 1/2			44
	Business studies	GCSE	44	45	53
	Business studies	Level 1/2	45		
	Small Business Management BTEC	Level 1/2		30	
Construction, engineering & manufacturing	Engineering	Level 1/2	21		41
	Engineering Studies BTEC	Level 1/2		44	
Design & technology	D&T Food Technology	GCSE		15	
English	English language	EBacc GCSE	144	170	203
	English literature	EBacc GCSE	144	170	202
Health, public services and care	Childcare skills	Other at level 2		1	
	Health & social care	Level 1/2	17		43
	Health Studies BTEC	Level 1/2		25	
	Home economics: food	GCSE			36
Humanities	Geography	EBacc GCSE	60	57	79
	History	EBacc GCSE	54	81	74
Languages, literature and culture	German	EBacc GCSE	30		
	Spanish	EBacc GCSE	9	46	72
Mathematics & statistics	Mathematics	EBacc GCSE	143	171	203
Media	Film Studies	GCSE		8	
	Media studies	GCSE	34		35
	Multimedia	Level 1/2		1	
Performing arts	Drama/performing arts	GCSE		17	21
	Drama/performing arts	Level 1/2	22		12
	Music	GCSE	13	21	14
	Music	Level 1/2	8		16
	Music Studies (General)	Level 1/2		16	
	Speech & Drama	Other at level 2		1	
	Speech & Drama BTEC	Level 1/2		18	
Physical education & sport	Physical education	GCSE	44	62	60
Science	Biology	EBacc GCSE	52	59	81
	Chemistry	EBacc GCSE	52	59	81
	Computer science	EBacc GCSE	10	43	34
	Double science	EBacc GCSE	92	110	122
	Physics	EBacc GCSE	52	59	81
Social studies	Sociology	GCSE	53	60	49



## Subject entries at key stage 5 – level 3

A darker shade of purple indicates a higher number of entries for the subject.

2022 entry data for KS5 is not available until revised data has been released.

2019 cohort = 174; 2021 cohort = 145

Subject cluster	Subject	Qualification type	2019 entries	2021 entries	2022 entries
Art & design	Art and Design (Fine Art)	A level	6	4	
Business, administration & finance	Business Studies	A level	41	43	
	Business Studies	Applied general	25	27	
	Economics	A level	17	24	
	Law	A level	21	18	
English	English Language	A level	16	15	
	English Literature	A level	9	8	
General studies	Study Skills	Other academic		15	
Health, public services and care	Health Studies	Applied general	18	11	
Humanities	Geography	A level	10	10	
	History	A level	22	11	
Languages, literature and culture	Spanish	A level	2	7	
Mathematics & statistics	Mathematics	A level	21	22	
	Mathematics (Further)	A level	3		
Media	Film studies	A level	9	12	
	Media/Film/Tv Studies	A level	35	38	
Performing arts	Drama and Theatre Studies	A level	8	7	
	Music	A level	4	2	
	Music performance (Group)	Applied general		2	
	Perf arts- BTEC Nat Ex Dip	Applied general	3		
	Speech and Drama	Applied general		4	
Physical education & sport	Physical Education / Sports Studies	A level	10	11	
	Sports Studies	Applied general	11	11	
Science	Biology	A level	15	10	
	Chemistry	A level	4	6	
	Computer Studies / Computing	A level	7		
	Physics	A level	6	6	
	Sports / Movement Science	Applied general		13	
	Sports science- BTEC Nat Ex Dip	Applied general	7		
Social studies	Logic / Philosophy	A level	8		
	Psychology	A level	17	15	
	Sociology	A level	34	25	

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